Curriculum Proposal Number _____ 2017.05 _____

# Curriculum Proposal Cover Sheet – Program/Degree/Certificate
*Routing procedure – Official Signatures on Signature Page*

Program Name: _____ HWST 2 _____

*or*

Course Alpha & Number: _____ HWST 291 _____

Author: _____ Kanele Dukelow _____

| Proposal Type: |
| --- |
| ☒ Addition |
| ☐ Modification |
| ☐ Deletion |

## Date of Activity:

_____ Author Signature

_____ Curriculum Representative Signature

_____ Department Chair Signature

_____ Curriculum Chair Signature

_____ Proposals Posted in Website for General Review

_____ Academic Senate Chair Signature

_____ Chief Academic Officer Signature

_____ *UW7* _____ Chancellor Signature

_____ NEW DEGREES ONLY!  Chief Academic Officers Approval

_____ NEW DEGREES ONLY!  Board of Regents Approval

_____ Signature Sheet Returned to Curriculum C hair

## Distribution, Posting and Follow-Up:

_____ Notify Proposers of Approval

_____ Banner & IRO Input

_____ Catalog Input Complete

_____ Articulation Forms Forwarded to Articulation Coordinator

_____ Five-Year Review Database Updated

_____ Originals Filed in Chief Academic Officer's Office

_____ Registrar  & Counseling Notified

# University of Hawaii Maui College
# HWST 291 - Modern Issues in Hawai'i

1. **Course Alpha. Please click on the ? to the right for help.**

   HWST

2. **Course Number. Please click on the ? to the right for help.**

   291

3. **Course Title/Catalog Title. Please click on the ? to the right for help.**

   Modern Issues in Hawai'i

4. **Number of Credits. Please click on the ? to the right for help.**

   3

5. **Contact Hours/Type. Please click on the ? to the right for help.**

   - Hour lecture (3)


   Lect./Seminar


6. **Course Description. Please click on the ? to the right for help.**

   Introduces contemporary, domestic and international Hawaiian issues within historical, social, cultural and political contexts. Engages students in research, question, critique, and development of their own critical analysis and commentary on diverse issues.


7. **Pre-Requisites. Please click on the ? to the right for help.**

   HWST 107 and ENG 100 both with grade of C or better; or consent.


8. **Co-requisites.**

   None.


9. **Recommended Preparation.**

   None.


10. **Is this a cross-listed course? Please click on the ? to the right for help.**

    NO

11. **Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.**

    New course. Spring 2013 marks the official start of the AA in HWST. This course is one of a series of 200 level courses to be rolled out to expand program offerings.

**12. Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.**

Fall 2013

**13. Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.**

- Standard (Letter,Cr/NCr,Audit) (0)

**14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.**

NO

**15. Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.**

| Course SLO/Competency | Explore and deliberate on elements of Hawaiian issues. | Explore and deliberate on historical events as they relate to Hawaiian issues. | Explore and deliberate on economic outcomes and implications as they related to historical and contemporary Hawaiian issues. | Explore and deliberate on global events and development as they relate to Hawaiian issues. | Examine, dissect and analyze relevant and significant information. |
|---|---|---|---|---|---|
| Evaluate contemporary Hawaiian issues. | ☑ | ☑ | ☑ | ☑ | ☑ |
| Analyze the historical roots of these issues and how they evolved into their current state. | ☑ | ☑ | ☑ | ☑ | ☑ |
| Examine the social, cultural, political and economic implications of these issues. | ☑ | ☑ | ☑ | ☑ | ☑ |
| Compare Hawaiian issues with global events and developments. | ☑ | ☑ | ☑ | ☑ | ☑ |
| Formulate research-based positions on contemporary Hawaiian issues. | ☑ | ☑ | ☑ | ☑ | ☑ |

| Course SLO/PSLO | Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts. | Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods. | Apply aboriginal Hawaiian concepts, knowledge and methods to the areas of science, humanities, arts and social sciences, in academics and in other professional endeavors. |
|---|---|---|---|
| Evaluate contemporary Hawaiian issues. | ☑ | ☑ | ☑ |

| | | | |
|---|---|---|---|
| Analyze the historical roots of these issues and how they evolved into their current state. | ☑ | ☑ | ☑ |
| Examine the social, cultural, political and economic implications of these issues. | ☑ | ☑ | ☑ |
| Compare Hawaiian issues with global events and developments. | ☑ | ☑ | ☑ |
| Formulate research-based positions on contemporary Hawaiian issues. | ☑ | ☑ | ☑ |

16. **Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.**

| Competency |
|---|
| Explore and deliberate on elements of Hawaiian issues. |
| Explore and deliberate on historical events as they relate to Hawaiian issues. |
| Explore and deliberate on economic outcomes and implications as they related to historical and contemporary Hawaiian issues. |
| Explore and deliberate on global events and development as they relate to Hawaiian issues. |
| Examine, dissect and analyze relevant and significant information. |

17. **Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.**

UNITS
1. Environmental Issues: Global Warming, Military and Development

2. Social Issues: Poverty and Homelessness in Hawaii, Burial Rights and Incarceration

3. Economic Issues: Tourism, Alternative Economic Resources and Emerging Fields

4. Legal Issues: Intellectual Property Rights, GMO and Court Cases

5. Political Issues: Nationalism and Sovereignty in Hawaii, Federal Recognition and Servant Leadership

18. **Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.**

| Program SLO |
|---|
| Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts. |
| Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods. |
| Apply aboriginal Hawaiian concepts, knowledge and methods to the areas of science, humanities, arts and social sciences, in academics and in other professional endeavors. |

19. **College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your**

choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.

| | |
|---|---|
| | **Creativity** - Able to express originality through a variety of forms. |
| ☑ | **Critical Thinking** - Apply critical thinking skills to effectively address the challenges and solve problems.<br><br>☑ Preparatory Level |
| ☑ | **Information Retrieval and Technology** - Access, evaluate, and utilize information effectively, ethically, and responsibly.<br><br>☑ Preparatory Level |
| ☑ | **Oral Communication** - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.<br><br>☑ Preparatory Level |
| | **Quantitative Reasoning** - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately. |
| ☑ | **Written Communication** - Write effectively to convey ideas that meet the needs of specific audiences and purposes.<br><br>☑ Preparatory Level |

| GenED SLO |
|---|
| Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems. |
| Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly. |
| Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. |
| Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes. |

20. **Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.**

21. **Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.**

- Cable TV (0)
- Classroom/Lab (0)
- Hybrid (0)
- Online (0)

2. **Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.**

1. Memmi, Albert. *Racism*. Minneapolis: University of Minnesota, 2000.
2. Speech. *Malcolm X on Afro-American History*. 1963.
3. Trask, Haunani Kay. *From a Native Daughter*. 1993.
4. *Convention on the Prevention and Punishment of the Crime of Genocide*. Adopted by Resolution 260 (III) A of the United Nations General Assembly on 9 December 1948.

5. Perkins, Umi. *Teaching Land and Sovereignty.*

**23. Maximum enrollment. Please click on the ? to the right for help.**

35

**24. Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.**

NO

**25. Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.**

NO

**26. Are special or additional resources needed for this course? Please click on the ? to the right for help.**

None.

**27. Does this course require special fees to be paid for by students? Please click on the ? to the right for help.**

NO

**28. Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.**

None.

**29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.**

| Degree | Program | Category |
|---|---|---|
| Associate in Arts: | Liberal Arts | HI - Hawai'i Emphasis<br><br>CO - Human Understanding: Community |
| AS: | ANY | HU - Humanities |
| AAS: | ANY | HU - Humanities |
| BAS: | ANY | HU - Humanities |
| Developmental/ Remedial: | | |

Elective for AA in HWST.

Elective for AA in LIB ARTS.

**30. Course designation(s) for other colleges in the UH system.**

No.

**31.** Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

UHMC Catalog 2012-2013, page 122.

**32.** College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

| | | |
|---|---|---|
| **Standard 1 - Written Communication**<br>Write effectively to convey ideas that meet the needs of specific audiences and purposes. | | |
| Outcome 1.1 - Use writing to discover and articulate ideas. | | 2 |
| Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication. | | 2 |
| Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences. | | 2 |
| Outcome 1.4 - Gather information and document sources appropriately. | | 3 |
| Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement. | | 2 |
| Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content. | | 2 |
| Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics. | | 1 |
| Outcome 1.8 - Demonstrate proficiency in revision and editing. | | 0 |
| Outcome 1.9 - Develop a personal voice in written communication. | | 1 |
| **Standard 2 - Quantitative Reasoning**<br>Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately. | | |
| Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately. | | 0 |
| Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate. | | 0 |
| Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving. | | 0 |
| Outcome 2.4 - Formulate and test hypotheses using numerical experimentation. | | 0 |
| Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results. | | 0 |
| Outcome 2.6 - Assess the validity of statistical conclusions. | | 0 |
| **Standard 3 - Information Retrieval and Technology.**<br>Access, evaluate, and utilize information effectively, ethically, and responsibly. | | |
| Outcome 3.1 - Use print and electronic information technology ethically and responsibly. | | 3 |
| Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology. | | 2 |

| | |
|---|---|
| Outcome 3.3 - Recognize, identify, and define an information need. | 3 |
| Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information. | 3 |
| Outcome 3.5 - Create, manage, organize, and communicate information through electronic media. | 2 |
| Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use. | 1 |
| Standard 4 - Oral Communication<br>Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. | |
| Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication. | 2 |
| Outcome 4.2 - Gather, evaluate, select, and organize information for the communication. | 2 |
| Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion. | 2 |
| Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion. | 2 |
| Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed. | 2 |
| Outcome 4.6 - Use competent oral expression to initiate and sustain discussions. | 2 |
| Standard 5 - Critical Thinking<br>Apply critical thinking skills to effectively address the challenges and solve problems. | |
| Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information. | 2 |
| Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem. | 2 |
| Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses. | 2 |
| Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis. | 0 |
| Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence. | 2 |
| Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence. | 2 |
| Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions. | 2 |
| Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning. | 2 |
| Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others. | 2 |
| Standard 6 - Creativity<br>Able to express originality through a variety of forms. | |
| Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking. | 0 |
| Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge. | 2 |
| Outcome 6.3: Sustain engagement in activities without a preconceived purpose. | 0 |

| | |
|---|---|
| **Outcome 6.4: Apply creative principles to discover and express new ideas.** | 0 |
| **Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction** | 0 |
| **Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.** | 0 |

## 33. Additional Information

## Attachments

- ☐ DH HWST 291

# UNIVERSITY OF HAWAII MAUI COLLEGE
## ASSOCIATE IN ARTS DEGREE
## REVIEW OF COURSES FOR DIVERSIFICATION REQUIREMENTS

Any UH course with a diversification or equivalent designation that transfers to another UH campus will be accepted with the sending campus' designation. At each participating UH campus, the diversification designation is consistent with the hallmarks described below. Courses are approved through a campus level process and reviewed at least every five years to ensure that the course continues to meet the hallmarks.

Banner Input Date:

**SUBJECT ALPHA: HWST COURSE NUMBER: 291**

If the course is cross-listed, please provide the cross-listing: Subject _____ Course # _____

Catalog Input Date:

**COURSE TITLE: MODERN ISSUES IN HAWAI'I**

STAR Check Date:

**UH MANOA DIVERSIFICATION CATEGORY:**

**UHMC RECOMMENDED CATEGORY:DH**
(Refer to attached Hallmarks)

AA Advising Sheet
Update Date:

Is the course outline, on file with the UHMC Curriculum Committee, consistent with the stated Hallmarks?    ☒ Yes ☐ No

> If "No" and you wish to submit changes to correspond with the Hallmarks, attach a University of Hawaii Maui College Curriculum Action Request (CAR) (Form 4-93) with new course outline.
> OR
> ☐ Recommend course be changed to another sub-category: _____
> OR
> ☐ Recommend course be used only as general elective

_Kahele Dukelow_
Instructor's Printed Name

_Kahele Dukelow_ 10-29-12
Instructor's Signature      Date

Michael Takemoto
Approved by: Diversification Chair Printed Name

_signature_ 11/8/12
Diversification Chair Signature    Date

2/2012